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**COMMON SCHOOL JOURNAL**  
AND  
**EDUCATIONAL REFORMER.**  
NEW SERIES.

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WM. B. FOWLE, EDITOR.

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REVIEW OF THE FIFTEENTH ANNUAL REPORT OF  
THE SECRETARY OF THE BOARD OF EDUCA-  
TION, IT BEING THE THIRD OF THE  
PRESENT SECRETARY. — 1851.

[Continued from No. 7, page 102.]

The Grading of Schools is the next subject touched upon by the Secretary, and it may be called his hobby, though it is the same that was ridden, but not raised, as some suppose, by his predecessor. The *Grading of Schools* has been rendered necessary by the defective method of teaching which has prevailed in our schools. If children of all ages are in the same school, the teacher, it is said, cannot manage and teach them, for he must have many classes and many branches; and if he has many classes, his time is frittered away among them, and if he has to teach many branches, it is doubtful whether he will be competent to teach them equally well. If, however, the pupils are numerous, and the school a large one, the difficulty of managing them being added to the impediments just mentioned, the result is generally a failure. To remedy this, the Secretaries propose to separate the older and better pupils, and teach them apart, in

what is called a High School; to separate the youngest and teach them apart, in what is called a Primary School; and then to let the others form an Intermediate or Grammar School, or both, for some towns have the whole four grades. This arrangement, it is said, reduces the number of classes, but, as the number of children in a class must be increased, we are told that the children of each class will be more equal in their attainments, and a larger number can be taught by one teacher, it being as easy, say the friends of the grading system, for a teacher to teach a large number as a small one, if they are properly graded.

In Vol. XII of this Journal, we considered this system in all its bearings, and showed that it is a mistake, that it only half cures the defect complained of, and is neither so convenient, so economical, nor so effectual as the common mixed method would be, if the teacher were allowed to use his best pupils as assistants. In the last Report of the Secretary, the chief topic was this Grading of Schools, and in our Review of that Report (Vol. XIII, No. 12 to 14 inclusive) we carefully examined all his arguments, and, as we think, showed their futility. The present Report is not so much a direct argument in favor of Grading, as an indirect one arising from a description of what should be taught in the different grades. We shall content ourselves, therefore, with referring our readers to what we have already said on the general question, and with making such further remarks as may arise from the perusal of the present Report.

We regret that it is so unpopular and so useless almost, to bring experience and common sense in opposition to the theories of our Board of Education, but somebody must do it, and if we can not effect a reform, we can make the attempt, and prepare the way for those who shall live in a more enlightened day, and operate under more favorable circumstances.

"With an Infant Department," says the Report, "the Public Schools ought, in general, to have nothing to do." And immediately we are told, that "it is not necessary for our purpose, to include a plan of study for the High Schools;" and why? because "it will be easy to regulate these, if the lower schools are properly organized, and their work well done." How much of error and inconsistency is crowded into these few words! The Secretary needs not to say any thing about the plan of study in High Schools, because it will be easy to regulate these, *if*, &c. But this *if*, this condition, does not exist, and will not very speedily, and the plan for a High School is as necessary as that for a Primary School. The reason given for silence in regard to High Schools, is just as applicable to the Primaries, and it would have been just as proper for the Secretary to say, he needs not

to say any thing about the plan of study in Primary Schools, "because it will be easy to regulate these, IF the (infant) schools are properly organized and *their work well done.*" If any fact is generally felt and acknowledged by teachers, it is, that few children are properly trained before they are sent to the Primary Schools, and most of the difficulty encountered by the teacher, in educating the youngest pupils, arises from the neglect or the injudicious treatment which the children have previously experienced. Why, then, the public should not provide for the education of the infant as well as for the older child, it will be difficult for the Secretary to say, unless he thinks it a sufficient objection, to say, that our grandfathers had no Infant Schools and why should we. Had the Secretary allowed that such schools were necessary in a perfect system of public instruction, but impracticable in the present imperfect state of society, we should not have objected to the remark, although we might have repeated what we have elsewhere said, that the Massachusetts School System is not sufficiently comprehensive, because it makes no provision for the education of children under four years of age, and none for ignorant adults who are swarming in our cities and villages. An attempt has been made in Salem, Providence, and Boston, to do something for the adult population, but we believe our Board of Education have never called the attention of the people or the Legislature to this important subject, and the charitable adult schools are languishing on without reaching a thousandth part of the evil. We have already uttered our protest against the conduct of the general government, which allows armies of ignorant paupers to enter our States without providing for their support or their instruction, but our cry has met with no response from the people or the press, and, in the present state of parties, the chances are ten to one that nothing will be done till it is too late to save our institutions. We have never yet met with a man, an American, who did not allow that the danger is imminent, and the position taken by this Journal the true one, but we do not recollect any where to have seen any public expression of fear of the former or approbation of the latter.

The law of the Commonwealth does not limit the age at which a child or adult may be received into the schools, although it very unfairly distributes the school money according to the number of children between the ages of five and fifteen, without regard to the number of pupils who attend the schools, of whom a large proportion are under five or over fifteen years of age. In the country, there has seldom been any restriction in regard to age, and a pupil as old as twenty-five years is occasionally seen; but, in Boston, a singular rule has existed ever since 1790, and perhaps lon-

ger. Boys over fourteen have been excluded from the schools, and deprived of the means of a public education, unless they have previously entered the High schools, and girls were obliged to quit the schools at fourteen, until about twenty-five years ago, when they were allowed to stay till sixteen, to offset the refusal to them of a High school. We maintain, and have always insisted, that the Board of Education are appointed not to steer the system in the old track, but to improve, and, as far and fast as possible, to perfect it.

The Secretary declines saying any thing in regard to the plan of High schools, that is in regard to the branches taught in them, and, *perhaps*, in regard to the best manner of teaching these branches. Now, in this we believe he dodges a very important duty. No question agitates the State more than that of High schools, and the towns and the Legislature are perplexed to know what to do in regard to them. A large number of towns are at this moment liable to be fined for not complying with the requisition of the law, and yet no one fines them, because it is evident that there are difficulties in the way, which entitle the towns to much forbearance. In our own town, there are six or seven villages on the outskirts of the large township, and there is no central village where a High school can be located, nor is it at all likely that, if there were a central school, it would be of any use to three quarters of the children. After discussing the matter several years, the town at last agreed to request the School Committee to appoint two teachers of the many Grammar schools who shall be acquainted with Greek and Latin, and not to alter the present arrangement of schools. As the Secretary lives in our town, and wrote the Report on which the above action was based, it is a little singular that he has not alluded to this trouble in his Annual Reports, and does not see that the arrangement he has proposed for his own town is directly in the face of his favorite plan of Graded Schools. By a High school, the law undoubtedly intended a school where only the Higher English Branches, with Greek and Latin, should be taught; that is, something above the Grammar schools; but, by the proposed arrangement, the Grammar and High school are blended, and the beauties of gradation lost. Let it not be supposed, however, that we objected to the arrangement. We voted for it with our whole heart, and hailed it as the harbinger of a general reform.

Nearly all the difficulty that has arisen in regard to High schools has arisen from devotion to a relic of the dark ages, which is as much venerated by a few literary bigots, as the splinters of the *true cross* are by the Catholics, and with about as much reason,—we allude to the study of Latin and Greek. If these



branches were not required, it would be perfectly easy to have as many High schools as there are Grammar schools in every town. There is no reason on earth why these dead languages should be taught in the public schools, any more than French or German. Nay, thousands need these living languages to one who needs the dead. Our Colleges feel the change of sentiment that has come over the world in this respect, and every year they find it necessary to relax and yield more and more to it. The old system is only upheld by a few who believe that the study of these ancient languages has a tendency to discipline the mind, and who mistake a recollection of the amœnities of College life for a love of the languages that are associated with it. The necessity of a knowledge of Greek and Latin to make a great man or a good man, a well informed man or a useful man, a scholar, a scientific man, a philosopher, a lawyer, physician or even a minister of the Gospel, is getting to be an obsolete idea. It will not be long before the old colleges will give it up, or new ones will be established to take their place, and administer to the *present* wants of this busy and progressive world. It is high time for the Legislature to abolish that clause of the school law which makes it necessary to provide for instruction in the dead languages, and we wonder that, in these days of reform, when our Governor, Lieut. Governor, Secretary of State, President of the Senate and Speaker of the House of Representatives, to say nothing of several of our Presidents, owe nothing to these languages, something is not done to place them where they belong, where the half dozen who need them may get at them, but where they will not be in the way of the millions who do not need them. Let us not be misunderstood; we have studied both Latin and Greek, and have been placed where we have been able to learn their true value. This value we do not underate. Our life has been spent among literary and professional men, and we know pretty well the extent of their classical knowledge, and the real advantage they have derived from it. The Ancient Classics are wonderful productions, and worthy of the attention of those who have leisure to study them, but all the useful knowledge they contain, all the science, all the truth, can be better understood by the translations we possess, and not more than one man in a whole generation adds any thing to what we already know in regard to these works. The thousands who study these languages seldom learn enough to enable them to read with ease; they begin to forget what they have learned while they are in college; and, when they leave the seat of learning, they so often leave their Greek and Latin behind them, that the old epigram which accounts for the great learning of the English Universities is full of meaning.

No wonder that Cambridge and Oxford profound  
Do so much in classical learning abound,  
When each carries thither a little each day,  
And we meet with so few who bring any away.

To return to our High school. We believe that many of the best teachers in the State are competent to teach every thing required in the Boston English High school, though they are ignorant of Greek and Latin. In Boston they have always taught Greek and Latin in a separate school, but the villages can not furnish pupils enough for such a separation, and the few children that study what the Secretary calls "*the languages*" in the village High schools, though not more than half a dozen, give the teacher more trouble than three times their number in any other branch, even when they recite the same lesson; but, when they recite different lessons, great injustice must be done to the rest of the pupils, or the exercise must be a mere sham. There is no cure for the evil but to give up Greek and Latin, and let the one in ten thousand, who may wish to study those obsolescent languages, learn them of his minister, or at one of the forty or more academies where they are taught. The greatest good of the greatest number should be the object, but this will never be obtained while the Board of Education proper is composed of men who, perhaps without any exception, entertain the old notions on the subject of Classical Learning. The sentiments we have expressed are in the minds of a large majority of our citizens, and we hope the people will not let another generation pass away without a settlement of the question what new branches do the times require to be introduced into the schools, and what old branches may with advantage be laid aside. We shall consider the Secretary's plan of education in Graded schools in our next number.

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THE DEPARTED.—E. B. BROWNING.

And, O beloved voices, upon which  
Ours passionately call, because ere long  
Ye break off in the middle of that song  
We sung together softly, to enrich  
The poor world with the sense of love, and wick  
The heart out of things evil,— I am strong,  
Knowing ye are not lost for aye among  
The hills with last year's thrush. God keeps a niche  
In Heaven to hold our idols! and albeit  
He brake them to our faces, and denied  
That our close kisses should impair their white,—  
I know we shall behold them raised, complete,—  
The dust shook from their beauty,— glorified —  
New Memnons singing in the great God-light.

MATERIALS FOR A HISTORY OF MASSACHUSETTS  
SCHOOLS.

[We have found the following letter in the Old Colony Memorial, published at Plymouth, October 4, 1845, and, believing that it is too important to be lost, we transfer it to our Journal. The trifling effect hitherto produced by our Normal Schools may lead some to doubt whether their origin is a matter of any importance, but we think it will one day be seen that such schools are an essential part of a public system, and our own schools, under an improved organization, perhaps, will yet show that there was no mistake in founding them, whatever errors may have crept into their management. The pioneers in the reform of our school system must not be forgotten, though they were guilty of the same high treason that we are perpetrating now. ED.]

The communications in our former numbers, respecting the Bridgewater Normal School, and the late annual address before the pupils, have induced a friend of Mr. Brooks to write him and ask about his first movements in the Old Colony. He reluctantly yielded to write an account; but, as it connects itself so closely with the cause of education in our commonwealth, we think our readers may be glad to see it.—*Old Colony Memorial*.

BOSTON, September 2d, 1845.

MY DEAR SIR,—You ask me to print my address, delivered at Bridgewater, before the Normal School. I thank you for the compliment implied in such a request, but, my friend, the time has passed for such a necessity. Our battle with ignorance and prejudice has been fought in the Old Colony, and the victory is ours; and there had better not be any parade of the old soldiers quite yet. Some educational antiquary, in his pardonable weakness, may show my lectures fifty years hence, as they sometimes show old cannon. They are fast growing into the sere and yellow leaf, so pray excuse me.

You ask about the educational movements in the Old Colony with which I was connected. The story is very short, and to most persons must be very uninteresting.

While in Europe, in 1833, I became interested in the Prussian system of education. I sought every occasion to enlarge my

knowledge of its nature and action. A good opportunity came to me without my seeking it. The King of Prussia had sent Dr. Julius, of Hamburg, to this country for the purpose of collecting information concerning our prisons, hospitals, schools, &c. I happened to meet the doctor in a literary party, in London, and he asked me to become his room-mate on board ship. I did so; and for forty-one days was with him listening to his descriptions of German and Prussian systems of instruction. I was resolved to attempt the introduction of several parts of the system into the United States. I formed my plan and commenced operations by a public announcement, and an address at Hingham. I found some who understood and appreciated my views, and I worked on with a new convert's zeal. In 1835, I wrote and published; but few read and fewer still felt any interest. I was considered a dreamer, who wished to fill our republican commonwealth with monarchical institutions. There were some amusing caricatures of me published to ridicule my labors. These did me more good than harm. I worked on with precious few encouragements. I occupied Thanksgiving Day of 1835 in advocating, in a public address, my plan for Normal Schools. I took my stand upon this Prussian maxim, "*As is the teacher so is the school.*" I thought the whole philosophy was summed up in that single phrase, *and I think so still.* I accordingly wrote all my lectures with reference to the establishment of Normal Schools. I now began to lecture before lyceums and conventions, and had many stormy debates, and a wonderful scarcity of compliments. The noise and dust of battle began at last to bring many to the comitia, until we got quite a respectable campus martius. I thought there was one place where I could rely on intelligence and patriotism, and there I resolved to go. I accordingly published in the newspapers that a convention would be gathered at Plymouth, in court week, "to discuss the expediency of establishing a Normal School in the Old Colony." The friends of Common Schools assembled, and a private room held us all!—but soon the truth spread, and my friends in Hingham and Plymouth came up generously to the work. We felt that the two great ideas of the *church and the school house*, which our pilgrim fathers brought to this shore, were to be carried out, and ever trusted in God they would.

But this narrative is growing too long. In a few words, then, let me add, that I found conventions to be the best missionaries of the truth, and I gathered them in Plymouth, Duxbury, New Bedford, Bridgewater, Kingston, Hanover, Hudson, &c. The Old Colony was ready to take the lead, and we began with petitions and memorials to the Legislature, all recommending the establishment of Normal Schools. How many hundred pages I



wrote on this subject during 1834, '5 and '6, I dare not say. It was *the* subject of my thoughts and prayers. The wisdom of the Prussian scheme recommended itself to the reflecting, and, as I had studied it, I was invited to lecture in each of the New England States. I went to Portsmouth, Concord, Nashua and Keene, N. H.; to Providence and Newport, R. I.; to Hartford, Conn.; to New York, New Jersey, Pennsylvania. I went through our own State, holding conventions at the large central towns. All this time I seemed to have little real success. I began to despair. I returned, after two years of excessive toil, to my professional duties, concluding that the time had not yet come for this great movement. One evening in January, 1837, I was sitting reading to my family, when a letter was brought me from the friends of education in the Massachusetts Legislature, asking me to lecture on my hobby subject before that body. I was electrified with joy. The whole heavens to my eye seemed now filled with rainbows. January 18th came, and the hall of the House of Representatives was perfectly full. I gave an account of the *Prussian system*; and they asked if I would lecture again. I consented, and the next evening endeavored to show *how far the Prussian system could be safely adopted in the United States*.

Here my immediate connexion with the cause may be said to stop; for Mr. Edmund Dwight, after this, took the matter into his hands, and did for it all a patriot could ask; he gave \$10,000 for the establishment of Normal Schools, on condition the State would give as much. This happily settled matters. A "Board of Education" was established, and they found the man exactly suited to the office of Secretary; and, at Worcester, August 25th, 1837, I had the satisfaction of congratulating the American Institute in a public address on the realization of wishes which they had for years cherished. Mr. Mann entered upon his labors that day; and the results are gladdening the whole country. May God still smile on this cause of causes, until schools shall cover the whole world with *knowledge*, and christianity shall fill it with *love*.

My friend: do not misinterpret my letter by supposing that I originated these ideas. O, no. They were picked up by me in Europe. There had been an attempt at a teachers' seminary, at Lancaster, and the American Institute, unknown to me, had discussed the subject before I was a member; and the idea was not a new one. All I did was to bring it from Europe with me, and talk about it, and write about it, until the Old Colony adopted it. I hope the many early friends I had there will believe me when I say that, without their generous and steady coöperation I should have failed in my plans. The Normal Schools are of Prussian

origin ; but let us not mourn on that account. The beautiful fountain of Arethusa sank under the ground in Greece, and re-appeared in Sicily ; but I have never read that the Sicilians mourned for the appearance of that foreign blessing among them.

Bespeaking your patient forbearance under this epistolary infliction, I am, as ever, yours, truly,

CHARLES BROOKS.

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### PROGRESS OF EDUCATION.

THE SULTAN AND THE POPE.—These gentlemen, the respective heads of governments combining both civil and religious power, have recently issued manifestos, granting special indulgences to their subjects. As conductors of a religious newspaper, we hasten to lay these proclamations before our readers.

The Sultan of Turkey, a Turk and Mohammedan, has just issued a firman in favor of the Christian Protestants, allowing them to meet together freely, and permitting their marriages and births to be registered.

Well done for the Turk ! God bless the Turk, and send him his Spirit to guide him into all truth.

But the Pope, the Pope of Rome, the Christian prince and potentate, what has he done ? Read and admire.

THE AMERICAN CHAPEL AT ROME.—It appears that the Protestant Chapel hitherto allowed the Americans at Rome, has just been prohibited by the papal Government. The American congregation will now meet at Mr. Cass's residence, outside the walls ; and the abandoned chapel, in the Via del Pontifici, shorn of its pulpit and ecclesiastical fixings, will be made a painter's studio.—*N. Y. Paper.*

But this is only negative virtue, the pigs will not thank him for the positive, whatever his subjects may do. The following is solemnly announced by authority.

The Pope has granted permission to use FAT, in culinary operations, on all fast days (excepting the forty days of Lent) in 1852.—*N. Y. Observer.*

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A thirst for knowledge makes dry books entertaining ; at all feasts hunger is the best sauce.

## NO NEW THINGS UNDER THE SUN.

The following extract from *THE PROGRESS OF DULNESS*, a Poem written by the late Judge Trumbull of Connecticut, while he was Tutor at Yale College in 1771-3, shows that a college life was then very much what it is now, and the picture of the District School Teacher shows that "earth has not yet lost his image for ever and aye." We give the extract not so much for its poetry as for its bearing upon the history of Common Schools in New-England. The extract commences when the hero returns home from college.

"O might I live to see the day,  
When sense shall point to youths their way;  
Through every maze of science guide;  
O'er education's laws preside;  
The good retain, with just discerning  
Explode the quackeries of learning;  
Give ancient arts their real due,  
Explain their faults and beauties too;  
Teach where to imitate and mend,  
And point their uses and their end;—  
Then bright philosophy would shine,  
And ethics teach the laws divine;  
Our youths might learn each nobler art,  
That shows a passage to the heart;  
From ancient languages well known,  
Transfuse new beauties to our own;  
With taste and fancy well refined,  
Where moral rapture warms the mind,  
From schools dismissed, with liberal hand  
Spread useful learning o'er the land.  
And bid the Eastern world admire  
Our rising worth, and brightening fire.

Returned, our hero still we find  
The same, as blundering and as blind.  
Four years at college dozed away  
In sleep, and slothfulness, and play;  
Too dull for vice, with clearest conscience,  
Charged with no fault but that of nonsense,  
(And nonsense long, with serious air,  
Has wandered unmolested there,)  
He passes trial, fair and free,  
And takes in form, his first degree.

A scholar see him now commence,  
Without the aid of books or sense;  
For passing college cures the brain  
Like mills that grind men young again.  
The scholar dress that once arrayed him,  
The charm, "*Admitto te ad gradum*,"  
With touch of parchment, can refine,

And make the veriest coxcomb shine,  
Confer the gifts of tongues at once,  
And fill with sense the vacant dunce.

Few months now past, he sees with pain  
His purse as empty as his brain;  
His father leaves him then to fate,  
And throws him off as useless weight,  
But gives him good advice — to teach  
A school at first, and then — to preach.  
He reasoneth well, it must be so,  
For nothing else the son can do.  
As rogues of old to avoid the halter  
Took refuge at the holy altar,  
Oft, dulness, flying from disgrace,  
Finds safety in that sacred place;  
There boldly rears his head, or rests  
Secure from ridicule or jests;  
Where dreaded satire may not dare  
Offend his wig's extremest hair;  
Where scripture sanctifies his strains,  
And reverence hides the want of brains.

Next see our youth at school appear,  
Procured for forty pounds a year.  
His ragged regiment assemble,  
Taught not to read, but fear and tremble.  
Before him rods prepare his way,  
Those dreaded antidotes to play.  
Then, throned aloft in elbow chair,  
With solemn face and awful air,  
He tries with ease and unconcern,  
To teach what he could never learn;  
Gives laws and punishment alone,—  
Judge, jury, bailiff, all in one;  
Holds all good learning must depend  
Upon his rod's extremest end,  
Whose great electric virtues such,  
Each genius brightens at the touch,  
With threats and blows, incitements pressing,  
He drives his lads to learn each lesson,  
Thinks flogging cures all moral ills,  
And breaks their heads to break their wills.  
The year is done; — he takes his leave; —  
The children smile; — the parents grieve,  
And seek again, their school to keep,  
One just as good, and just as — cheap.

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The good teacher does not help the scholar until he has failed  
to help himself. Too much watering drowns the plant.

Charity is the only cement that can bind together the sects.  
Dissimilar stones may form a solid edifice if the mortar is good.



## OUR POSITION.

The good feeling evident in the following remarks entitle them to our most serious consideration. The writer who is a very active and intelligent member of one of the school committees of Massachusetts, in returning No. 6 of the Journal, which had been sent gratuitously to his town, made these remarks upon its margin.

"We are sorry to see our old friend, Mr. Fowle, indulging in such a strain of remark as this number of the Journal and other recent ones contain. We do not judge the heart and motive, but it exhibits the *appearance* of a bad spirit. Why will not Mr. Fowle, like the great majority of his liberal brethren, become a kind auxiliary of our Massachusetts system of schools, confessedly the most efficient and perfect in America, and perhaps in the world. Ridicule and contempt, when such men as Dr. Sears, Mr. Emerson, Judge Kinnicutt and Pres. Hopkins are the objects of them, must recoil upon the person who is so bold as to employ them. By the memory of former kind intercourse, and the consciousness of present kind feeling, we appeal to Mr. Fowle, and intreat him not to persist in a course so unjust to others, so injurious to himself. With a high appreciation of his talents, and gratitude for former kindnesses, but with some misgivings as to his present spirit, I remain, very truly his friend, J. H.

P. S. The committee of — must decline receiving the Journal, as at present conducted."

We love the spirit which prompted the above remarks, and should be glad to do as it desires, but we cannot. We believe that our system of public instruction is better than any other, but we believe also, that it needs essential changes, and is entirely insufficient to meet the demand of the times. Our opportunities for studying the system and watching its operations, and our personal acquaintance with the schools and teachers of New-England are equal, to say the least, to any man's. We have no interest in the question, except that of every good citizen; we bear no ill will to the Board of Education or its officers and agents. We edit the oldest Educational Journal in the United States, and feel the responsibility of our position and the justness and importance of our convictions. Shall we then become "a kind auxiliary" as our friend proposes? No; if he means by an auxiliary a eulogist. In our opinion, the true auxiliary is he who endeavors to improve what he would aid, and surely nobody

who has read our Journal, or ever heard us speak, can suppose that we are hostile to a free system of public instruction. If we cannot praise shall we hold our peace? Our duty and our conscience say, no; although we are convinced, as our friend seems to be, that it is not for our interest to speak what we think. We have adopted what seemed to us the only honorable course. We have spoken our thoughts openly and frankly. We are surprised to learn from our friend that we have held up any member of the Board of Education to ridicule or contempt, for we have had no such design, and do not believe that any such appears in our Journal, unless the exposure of the defects of the system and the inefficiency of the Board, as now constituted, be perverted into a design to disparage the private worth of the individuals composing the Board. The Board of Education has been established fifteen years, and during that long period, no one has undertaken to examine its doings, for the personal quarrels of the late Secretary had little or nothing to do with the School System. During this time, the world has hurried on with accelerated velocity. What was good enough in 1837 is not good enough in 1852. The character of our population and of our schools has greatly changed. The Board promised a supply of superior teachers, it has not furnished them, and can not do so with its present means; it promised an improved system of instruction, but the old routine continues; it promised a Library, but it has failed to provide one; it has published statistics, but they are not to be relied on, nay, are positively deceptive; it has greatly increased its agents and its expenses, but without producing any corresponding effect upon the mass of our population. These are not a tithe of the deficiencies of the present arrangement. We have freely stated these and many other objections, and *they have never been denied or answered*. It is natural, in our imperfect state, that officers whose conduct is called in question, should consider him who arraigns them as an enemy, and should suspect the purity of his motives and the kindness of his spirit; they may even say with them of old, "He hath a devil," but it does not follow that the suspicion is just, or that the declaration has any better foundation in truth than it had when originally made.

The number is the only one that has been returned, and we think our friend, with the Committee, made a great mistake in returning it, for the tenor of his remarks convinces us that he needs the information that he can find no where but in the Journal. If he knows more than we do, and believes that we are kicking against the points, he is an able writer and our columns are at his service. We disclaim all personal feeling on the subject.

## MAGIC SQUARES.

It will amuse beginners in Arithmetic if the teacher invites them to place the nine digits in nine squares, so that, whether added vertically, horizontally, or diagonally, the amount will be 15; thus,—

4	9	2
3	5	7
8	1	6

When familiar with this, they may be invited to place the numbers from 1 to 25 so that, whether added vertically, horizontally, or diagonally, they will amount to 65; thus,—

11	24	7	20	3
4	12	25	8	16
17	5	13	21	9
10	18	1	14	22
23	6	19	2	15

The exercise will be as good as if the teacher should set them a hundred sums. When the pupils are farther advanced, squares in geometrical progression may be proposed, such as the following, in which the product of each row of the first square is 32,768; of the second, 110,592; and of the third, 1,404,928.

I.

16	512	4
8	32	128
256	2	64

II.

24	768	6
12	48	192
384	3	96

III.

56	1792	14
28	112	448
896	7	224

## TO THOSE WHO ADVERTISE.

In addition to our subscribers, our Journal is sent to 500 different School Committees in New-England, and probably presents the best advertising medium for Books, Apparatus, and every thing else relating to Schools and to education. Advertisements are solicited.

## TO SCHOOL COMMITTEES.

A Friend to Education has authorized us to send, at his expense, 500 copies of this Journal to School Committees who will pay the postage on it. We have selected all those of Massachusetts, and about 200 of Maine. The postage is about *ten cents a year*. It is to be hoped that Committees will read it, lend it to their Teachers, and then put it in the District Library.

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We ask prompt payment of your subscriptions, because we need the money, to pay the Printer, the Paper Maker, and the Publisher. The present Editor has never yet received the first cent for his services, although the greater part of every number consists of original matter.

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Subscribers who do not give express notice to the contrary, are considered as continuing. If the paper continues to come, one of two things is certain,—either the notice has not reached the Publisher, or the subscriber owes some arrearages, and by law is responsible for all papers sent, until the whole arrearage is paid. It is very common for subscribers to suppose that they have given notice to the Publisher, because they have spoken to the Postmaster, or refused to take the paper out of the office. Because a subscription is payable *in advance*, he who pays for one year has no right to expect that the paper will not be sent a second year, because he does not send his dollar. We do our duty, whether he does his or not.


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HENRY W. QUIN is our Advertising Agent for New York City.


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 All Advertisements, Communications for the Journal, Exchanges, and Books to be reviewed, must be sent to the Editor, "Wm. B. Fowle, West Newton, Mass."

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